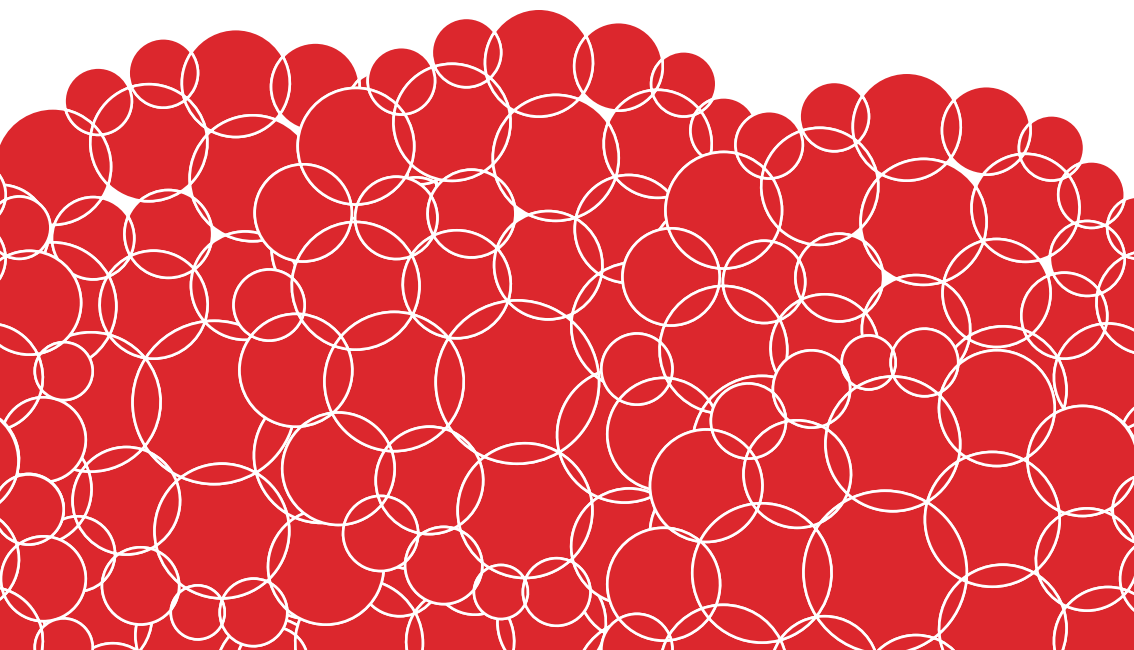




BeLearning Methodology: An environment for expanding knowledge

Opening, sharing, transferring and
transforming into participatory learning



9 #2



Belearning is a project, co-funded by the Life Long Learning Programme- Transfer of Innovation from 01/03/2013 until the 31/010/2014, with the following partnership: Ceseq, CityMine(d), Greta du Velay, ITD and Trànstit Projectes.



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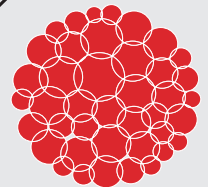
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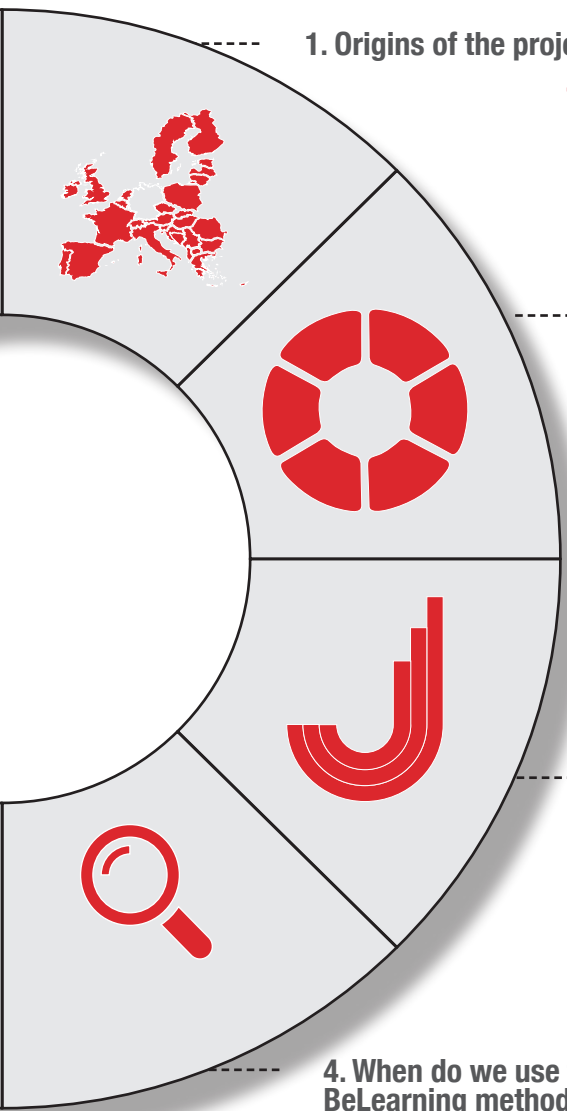
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Introduction

Effective training is an extremely valuable asset for all organisations and companies regardless of their sector. The right training allows them to improve their services and to provide employees with an adequate level of knowledge and/or skills.

However, most training programmes are ineffective or not effective enough for several reasons:



With the arrival of new technologies and the need for new skills, traditional ways of training people have reached their limits.



New generations do not appreciate traditional one-way learning methods as much as their predecessors did.



All too often, the training programmes are simply about doing a training session and do not pay attention to impact, the pursuit of the learning dynamic or to employability.

All those changes are a challenge for the trainers concerned but, like every challenge, they also

offer a number of possibilities. There are new ways for creating a deeper and more interesting connection between the trainer and the trainees and their own internal interactions and between them and the “outside” world can be increased.

New technologies offer trainers the possibility of creating a methodology based on opening, sharing, transferring and transforming contents into participatory training.

As a result of the above, we decided to build the BeLearning methodology based on our shared work experience.



The actual “BeLearning: environments for expanding knowledge” project is the result of this process and the desire to adapt it to three different groups in Europe

1. Origins of the project

Cultural organisations develop different kinds of learning/training programmes. In previous research carried out by the members of the partnerships involved in several cultural projects, which attempted to link training and its direct application in cultural activities in Europe, it was found that none of these projects dealt with the training of a professional profile.

Cultural organisations organise specific actions, usually around the main activities of the centre, such as exhibitions. This means that many of those activities complement something else and are thought to develop concrete abilities. They do not improve employability, as it is not possible for these short activities to continue when the centre changes its programmes.

Another limitation is that all those activities are thought to develop knowledge within one area, mostly: teaching, art production, urbanism or design.

The interdisciplinary nature of the project is lacking; in other words,

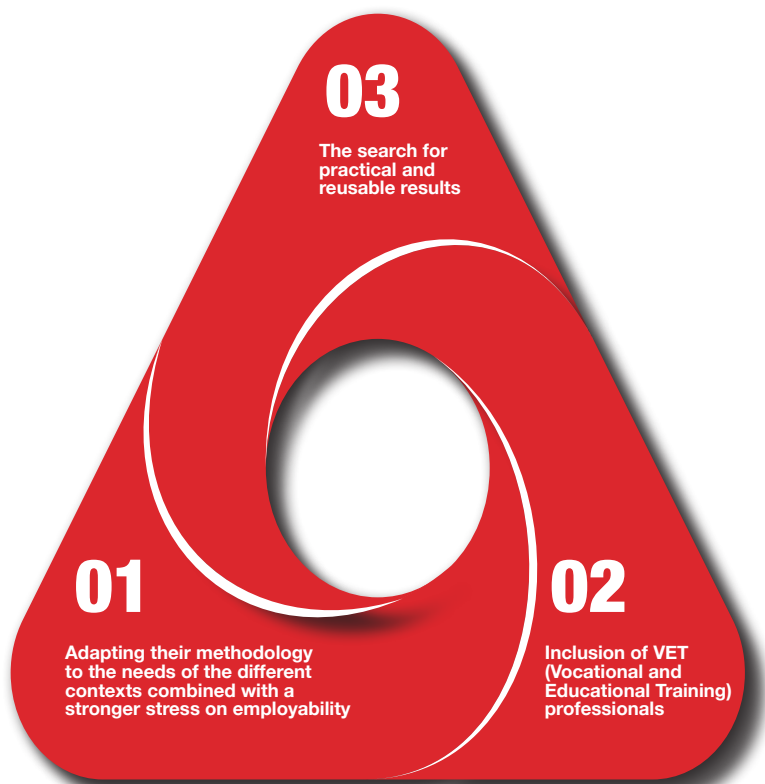
there is no possibility to implement the same method to different areas of knowledge. Moreover, some of these programmes, when scheduling activities after a series of lectures, use very basic materials (PDF guides, for instance).

In consequence, there is an under-use of digital technology which is fundamental in our current cultural background although the diversity of digital technology is wide-ranging: videos and other multimedia documents, social networking, wikis, cloud sharing, open-source learning, etc.

Most of these learning programmes work only in the cultural /educational centres themselves and cannot be applied elsewhere.

On the one hand, they are dissociated from official educational systems; on the other, existing training activities have no direct impact on employability despite the current recession.

Trànsit Projectes, a cultural organisation based in Barcelona, which provides training services



In short, the project uses the partners' wide experience

(especially for cultural operators) all over Spain, Latin America and Europe has developed the BeLearning methodology for years, which has been introduced (due to its flexibility) in a number of training sessions since 2007 (in Madrid, Barcelona and Alicante).

The actual “BeLearning: environments for expanding knowledge” project is the result of this process and the desire to adapt it to three different groups in Europe: teachers in Belgium, social activists in the UK and audio-visual students in France; and to readapt it for the target group of Trànsit Projectes (mainly cultural managers).

In short, the project uses the partners’ wide experience, adapting their methodology to the needs of the different contexts combined with a stronger stress on employability, inclusion of VET (Vocational and Educational Training) professionals and the search for practical and reusable results.

This document, intended as the draft methodology, has been

prepared collaboratively with the different partners following a process of debate, reflection and agreement.

¹ SchoolLab; Timelab-BE; Museum of future -NL; Creative applications -UK; Hack the city -IE; Medea Malmö-SE; The Wag; MedialabPrado, Hangar, Laboratorio de Luz, Riereta -ES; Designing thinking for educators, Parsons School, -US



By building BeLearning we want to achieve the above goals.

2. Why did we develop BeLearning?

The “BeLearning: environments for expanding knowledge” project originated, as previously stated, from the experience of Trànstit Pro-jectes and its partners in Belgium, France and the United Kingdom. The desire to build a methodology like BeLearning is explained by the lack of an existing open and efficient methodology able to guide open training processes for the local VET stakeholders.

By building BeLearning we want to achieve the following **goals**:



To promote new and open models of participatory learning for open training processes



To strategically embed all the free digital possibilities into the design, implementation and evaluation of the training actions



To provide certification systems of training according to each local context



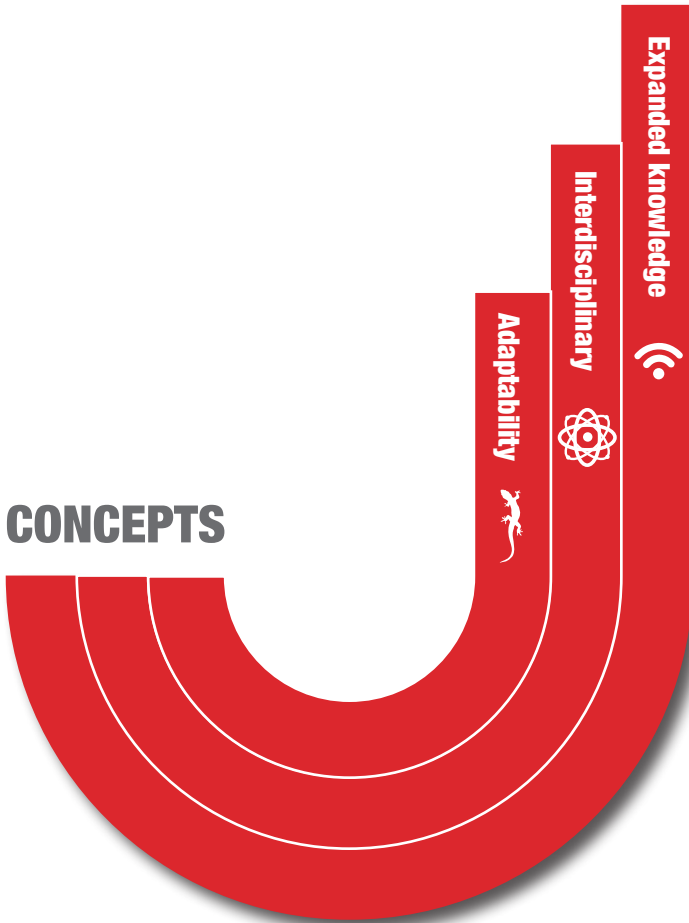
To become a motor for innovation in the organisations and their training systems



To be a lever for the participants' employability, promoting new competences and skills



To foster an interdisciplinary nature at organisational, sectorial and intersectorial levels and with a diversity of participants and facilitators



BeLearning explores in a structured way both the digital and audio-visual possibilities of learning based on the following concepts:

3. What is BeLearning?

BeLearning is a methodology for open training processes that combines on the one hand virtual spaces, digital tools and online platforms and on the other traditional learning tools such as presentations, lectures, workshops and classes in order to learn, share, transfer and enjoy knowledge with a strong attention to the results and follow-ups of the training sessions.

Furthermore, the BeLearning methodology goes beyond the basic implementation of simple training courses and/or workshops as it incorporates previous and future actions as an integrated part of the learning process.

BeLearning is also an environment where the learners and the teacher are involved in a process of multiple interactions both online and offline. These interactions are not limited to traditional workshop one-way exchanges between the trainer and learners but include two-way interactions during the entire training process as well as interactions between the learners in a participative way. The interactions in BeLearning

also occur between the learners and the other people involved in the training process, such as experts and potential employers.

In conclusion, BeLearning explores in a structured way both the digital and audio-visual possibilities of learning based on the following concepts:



Expanded knowledge: BeLearning offers to share, transfer and transform new ideas or working systems (knowledge) from one training activity to another (expanding).



Interdisciplinarity: BeLearning is about the ability to bring together different profiles, levels of knowledge and organisations into common projects.



Adaptability: BeLearning is a training methodology that can be used for different training sessions according to the needs and contexts of their learning programmes.



Such a methodology can be extremely effective for training programmes requiring one or more of the following:



creativity, development of new methods or new techniques, reflection, research, dialogue, participation, collective intelligence and multidisciplinary approaches.

4. When do we use the BeLearning methodology?

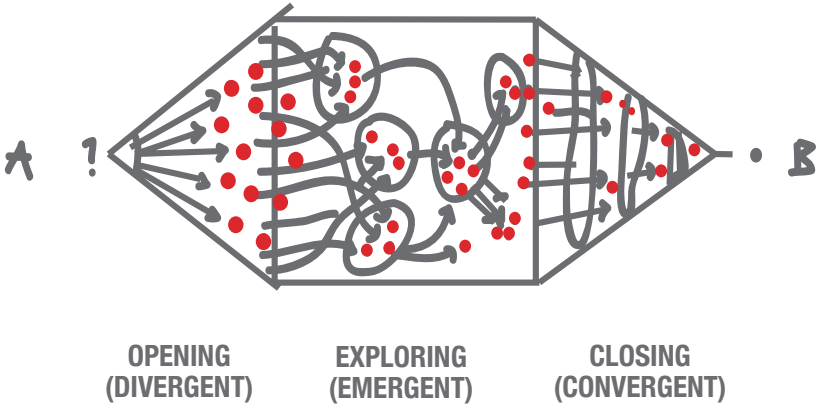
BeLearning is a methodology for open and participatory training processes.

Such a methodology can be extremely effective for training programs requiring one or more of the following: creativity, development of new methods or new techniques, reflexion, research, dialogue, participation, collective intelligence, multidisciplinary approaches. For those training programs BeLearning is a perfect methodology to achieve the trainer's goals.

For instance project such as.

But the BeLearning approach might be less effective for teaching technical skills or academic knowledge (e.g. the 2010 pharmacovigilance legislation).

Such training sessions are clearly more effective with the traditional less interactive approach.

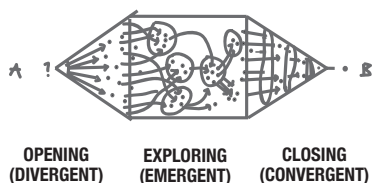


The BeLearning methodology is based on the articulation between three phases and three layers. Each phase might include three layers.

5. The BeLearning methodology

The BeLearning methodology is based on the articulation between three phases and three layers. Each phase includes the three layers. Each phase can be evaluated by the analysis of the three layers.

5.1. Three phases



One of the keystones of BeLearning is taking advantage of the experience, competences and knowledge for each one of the participants and the facilitators in the different training actions.

That means that the instructive moments, the traditional training courses, are a part in a bigger process that has to come together in the building up of shared knowledge by teachers, participants and the

whole community (being that an institution, a professional sector, a territory or a virtual community)

This structure comes from the following process:

Shared experience

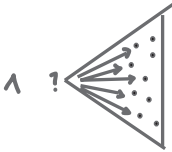
|-> Instructive moment

|-> Shared knowledge (organised information put into action)

The process can also be seen as a path in which from divergence, participants can reach convergence or, better said, BeLearning opens the doors and the windows of the knowledge to be opened, shared, transferred and transformed:

The way of converting this approach into feasible training is through a phasing process divided into 3 phases: open sharing, workshop and post-workshop. From each process there is one action coming out as a result of what has been worked on. And, during this, there is a digital space where all the information is uploaded before and after the workshop.

5.1.1 The Open sharing phase



The open sharing phase corresponds to the opening dimension showed in the previous graphic. It comprises the process of preparation of the activities (logistics, definition of contents, election of facilitators and participants) and the creation or the new use of available digital tools where to introduce the workshop, display and share information, indicate the main guidelines, open first discussions and fix the key concepts to be used during the workshop. In the case that the workshop had a clear relationship with external agents (a community, other VET actors, other groups, companies, etc.), information has to be communicated.

In order to do that, it is critical to choose the right technology. Be-Learning is not e-learning, where usually the modalities of training follow a given technology. Each training action has to be constructed in a specific way with ad hoc

tools, combined properly according to training objectives.

Tools that can be used are: videos and other multimedia documents, blogs, social networks, wikis, cloud sharing, open source learning or any digital possibility. The combination and use of such tools will be determined by the previous skills of facilitators and participants, the technological and connection possibilities and the assessment of the impact of such elements into the object of the action.

5.1.2. The Workshop phase



Workshop is the moment of face-to-face interaction. The word workshop has been chosen because it is related to, normally, professional contexts where participants work in group(s) in order to find a solution or a proposal about an issue. On the other hand, such methods normally cover a range between 4 and 30 hours. One workshop session should last between 2 and 4 hours

divided in facilitator or other professional presentations/lessons and co-working after.

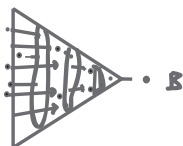
There are many methods to be used during the workshop. Here are some examples already used in

BeLearning workshops :

- Turning tables
- The circle practice
- The world café
- Open Space Technology
- Practising dialogue

The main objective of the workshop is to create a prototype/ action plan/project individual or collective to be developed in the post-working space.

5.1.3 Post-workshop phase



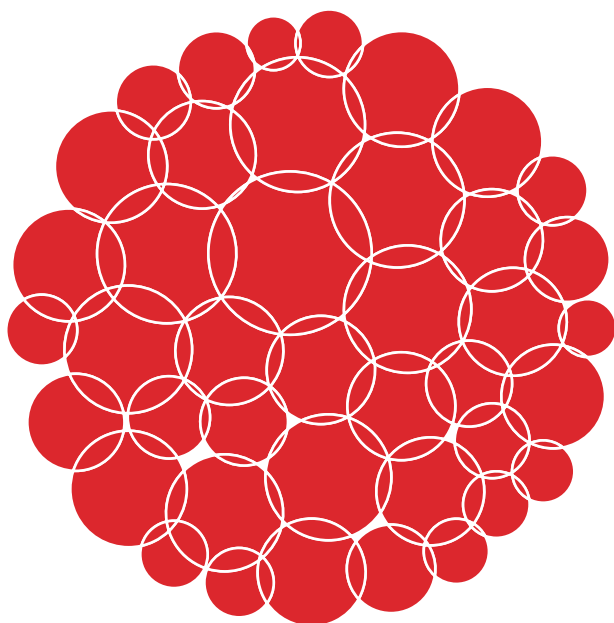
Actions, solutions, projections, expanding knowledge and information will be completely uploaded according to what has been discussed in the workshop, giving the possibility to carry on sharing information

and receiving feedback from the net, as part of the idea of expanding knowledge. Participants will perform the solution previously arranged in the workshop, as a way of bringing their achievements to the reality of their job area.

Post-working space gives also the possibility to capitalize the experience (in the way of compiling and communicating the content created) and to follow it further beyond the predicted time. Actually, it can be a boost for the creation of new project, threads, dialogues and actions out of the training environment.

5.1.4 Optional Prototype

This fourth category is not a phase in itself but if the post workshop phase has sometimes intangibles results such as new skills for the learners, sometimes the BeLearning methodology will have a tangible result, called the Prototype, whom the group will carry after the post- workshop phase. This Prototype can be virtually anything the group and the trainers will decide. It is the output of the training process that might be a memorial map online or an exhibition, etc.



One of the keystones of BeLearning is taking advantage of the experience, competences and knowledge for each one of the participants and the facilitators in the different training actions.

5.2 The layers

Layers are the attributes guiding the singularity of a BeLearning process. Their function is to warrant that the actions of the open training processes are aiming to create an impact not only in the personal development of each one of the participants but also in the community, sector, organisation, etc where they are active.

5.2.1 Layer 1: Digital

Digital refers not only to the web-site or website related activities but also to the audiovisual content used or created. As a consequence, it includes the election of digital tools, the extent of their use and the possibilities for sharing, creating, transferring and transforming.

5.2.2 Layer 2: Interaction

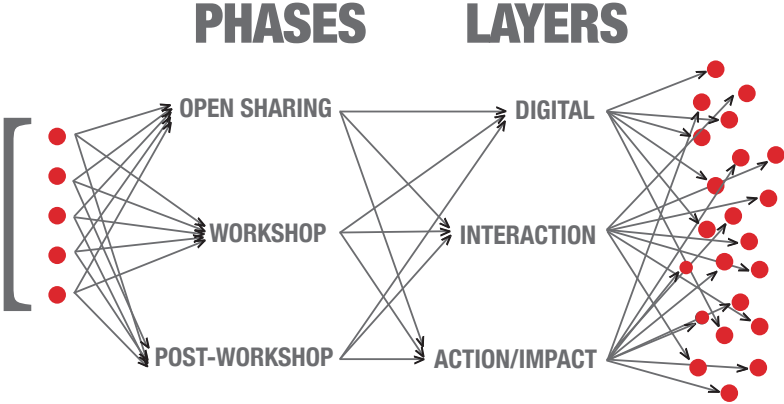
This layer refers to how to define the flow of dialogue and new learning emerging from the dialogue and reflection amongst the participants, facilitators and other stakeholders involved.

5.2.3. Layer 3: Action/impact

This third layer is about the outputs of actions like building the Prototype, expanding knowledge or improving employability. If the first two are easy to understand we want to specify that in the BeLearning context, employability is about developing new skills, obtaining new content, establishing link with possible future employers or co-workers and also about certification of the training action.

According to the previous scheme, a twofold perspective gives the certification of skills. Related with the concept of shared experience to shared knowledge, socialization is crucial and has to be in some way recognized by the official (depending on each context) process of certification or ability to use the results of the training action for employability purposes.

² Thanks to Pedro Jardim from Agora in Berlin, this collection of participatory methods can be used in BeLearning: http://authentic-leadership-lab.de/wp-content/uploads/2013/03/AoPL_Workbook_2013.pdf

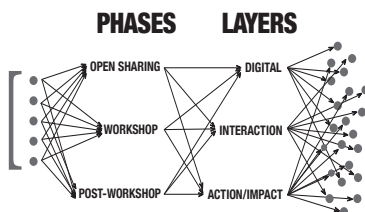


BeLearning is based on a 3 by 3 frame combining the three dynamic phases with the three layers that define the uniqueness of the action.

6. How to design and implement a BeLearning training process?

BeLearning is based on a frame of three columns and three lines combining the 3 dynamic phases of the implementation of the training action (open sharing, workshop and post-workshop space) with the 3 layers that characterize the singularity of the action (digital, interaction and employability).

It is illustrated in the following frame:





Practical advices



BeLearning is not a classical learning methodology which may perturb some learners. Therefore, it is important to explain clearly the methodology process to the participants at each step of the learning activity.



Although it is important to choose the digital tools according to the digital literacy of the audience, it is also a good opportunity to enhance that literacy by introducing new tools to the learners.



As in every learning activity, it is important to keep in mind the importance of the engagement of the learners. The coordinator/facilitator should always keep that in mind while preparing and coordinating the activity.



The BeLearning methodology should create connections not only inside the learners group but also with the “outside”. This particular aspect takes time from coordinators so it should be part of the planning of the activity because it is hard(er) to implement last minute.

This frame visualizes the critical aspects of each individual training project and allows to the users to create fundamental questions when designing each new training project as the following:

Open sharing phase:

- Which kind of digital tools are going to be used and how do they fit with the profile of the participants?
- How can they help to share information, create content and reach the pedagogical aims of the training?
- How are they going to guarantee interaction amongst participants?
- Which strategy will be followed to encourage the participation before the workshop?
- Which kinds of alliances and contacts have been done or will be done with future employers or co-workers?
- How will be delivered the certification of the course?

Workshop:

- Do you use any digital tool with the method chosen for the workshop?

- Will be collected all the material and contents generated?
- Will they be open to the whole community?
- How it is encouraged the relationship amongst participants and others?
- Is the method adequate to provide any kind of certification?
- Which strategy of communication will be followed in order to make the workshop linking with other actors?
- Is there any implication of future employers/co-workers during the workshop?

Post-workshop space:

- How will be certified the competences acquired?
- Is there any way of keeping alive communication amongst participants and the rest of stakeholders?
- How are going to be implemented and monitored the prototypes/projects approved during the workshop?
- How long will be open the digital results of the project and how will they be related with the previous projects?
- How will be evaluated the whole process?


Be Learning

Final Evaluation Form - PARTICIPANTS

www.belearning.info

Disclaimer: Filling out this survey will greatly help to improve the Belearning environment as an innovative and efficient methodology. The results of this survey will be shared at an international level in order to keep Belearning in a constant evolution.

Thank you



Personal dates

Age:

Sex:

Studies:

Occupation (Select or fill out the correct option)

Worker:

Job title:

Company/Organisation:

Student:

Level:

School:

Unemployed:

For how long:

Last job title:

Company/Organisation:

7. How to certificate and evaluate a BeLearning training process?

The certification of a BeLearning activity is an added value to the practical learning done by participants. It is good to allow the learners to be able to value this improvement of their employability to potential employers.

To do so, a model is available on the website

The evaluation of a BeLearning training activity is not only the classical analysis of satisfaction given to the participants.

BeLearning being a global methodology it has on strong interest on the follow-ups of the actions.

For that reason we built evaluation forms for the participants and

the trainers that allows to the organizer to understand the prequel of the training activity, the activity itself and as much as possible the outputs of it. This evaluation asking open questions will help to build a qualitative evaluation of the BeLearning training actions.

Those forms are available on the website.

www.belearning.info



8. Next steps: Practical applications

8.1 The BeLearning experiences

In order to show practical applications of the BeLearning methodology, the coordinators of four activities have written what was their project about, the reasons why they used BeLearning and the outcomes of their activities.

Ciutat Beta/Trànsit and City-Mine(d) experiences are about urban participation while FabLab and Cesep are about training organisations development. The four share the same BeLearning methodology in different contexts and with different approaches.

The following icons represent:



Urban participation



Training organisations development



Trànsit Projectes



CiutatBeta

This project was done in the neighbourhood of Sant Antoni in Barcelona (Spain) from the 18th of October 2013 until the 23rd of January 2014.

The project aimed at focusing on the qualitative and creative analysis of the DNA of the city from the people's perspective by building up its approach on eight new forms and processes : Network, Mobility, Solidarity, Environment,

Cultural collective work, Game, Energy and Urban network. The workshop activities are meant to be based on these eight concepts. The project aimed also at looking into the role of the citizens as “producers” of their own city, with a special emphasis on participation. A special attention is also paid on the expanded education present in the city and on the processes of inequality that affect every layer of the population.

The BeLearning method was chosen for its innovative and flexible approach allowing the participants coming from different social and professional backgrounds to put their minds and knowledge together in order to produce a truly common and shared work.

The utilisation of the BeLearning method allowed the participants of CiutatBeta to really appropriate the project thanks to its flexibility. Furthermore the tools that have been used during this project allowed people to try a new form of knowledge/skills sharing: By connecting everyone with the territory and his history, BeLearning allowed each participants to have

a better view on the meaning of the projects and its possibilities; By connecting the participants using new game techniques, the program avoided the classic long and sterile debate between participants with different backgrounds and agendas; By connecting people online, the BeLearning environment allows the project to go forward without big breaks between two meetings. The specificity of the BeLearning project of CiutatBeta is that there is no rupture of the work dynamic; By bridging the gap between contents and methods, assuming that the nature of the project is based on connections and interactions.

At the end, 470 feelings were collected on a local sentimental map and shared in the street during festivals supported by a digital form and presencial meetings. Anticipating new emotional metrics that could be created and managed by citizens for their neighbourhoods, channel initiatives, solve local conflicts and negotiate with management, which usually intervenes based on notions of efficiency and productivity. The impact was also on the participants while building something together, they improved their skills which

added value to the diploma they received at the end of the activity will likely improve their employability.



Greta du Velay



This project was done in Le Puy-en-Velay (France) from the 01st of Novembre 2013 until the 18th of January 2014.

The purpose of the project was to create in Le Puy-en-Velay a Fablab which is a small-scale workshop offering (personal) digital fabrication to a free audience.

The creation of the Fablab intended to make specific technical tools,

such as cutting material, 3D printer, computer with specific softwares, available for everyone but especially for young people in order to raise their interest for the technical sector which is always looking for new people to hire in the region despite the bad economical context.

BeLearning was chosen for its openness and its collaborative approach which fits perfectly to the project of the Formalab. Besides that the rythm of a BeLearning project was perfect for the collaborative vision for the creation of a Lab. At first, the opportunity has been taken to make discover the concept to students and teachers and to give them the desire to get involved in the actual process and then to exchange their ideas online in a second time before working together to actually build it during the final phase.

The impact on the technical skills of participants was quickly noticed and a partnership between a nearby school and the Formalab is discussed and the FormaLab approach and this work served to build another FormaLab in the South of France (Lorgues). On the

mid and long term, the FormaLab should have an impact on the vocation of young people for the technical sector and our experience should show to other institution the interest of building their own FormaLab or to participate to a FormaLab.



CityMine(d)



CityMine(d)

This project was done in the neighbourhood of Camden town and the Olympic area in London (UK) from October 2013 until February 2014.

Within the framework of the “Big Society” set up by Prime minis-

ter, CityMine(d) wanted to get involved in neighbourhood forums in London. In Camden, as well as in the Olympic area, they wanted to experience first hand what citizens set out to do, make happen, and achieve. The process has had an eye for those involved (and also those not involved); for the legal infrastructure purposefully put in place (but also those harnessed by these local groups), and at the ideological framework that inspires policy makers and/or local residents.

For CityMine(d), it is important to make people more self-reliant in a challenging economic and political context. It is namely not sufficient to train people and upload them with skills, they will also need the network to apply and further develop those skills. Therefore the BeLearning methodology was chosen because it manages to combine both aspects.

The impact on the urban planning skills of the participants, on their legitimacy and on their sentiments of legitimacy was really important. And further actions are planned.



Cesep



Cesep

This project was done in Gosselies (Belgium) the 20th of November 2013 until the 28th of February 2014.

With this project, the Cesep searched to act on those three topics: redefining the missions of the Public Digital Spaces (an official network of the southern region of Belgium); obtaining a recognition of the current competencies of the multimedia trainers as actors of the digital inclusion; obtaining more subsidies to upgrade the competencies of the trainers when given the newly identified missions.

Therefore, the BeLearning methodology was chosen mainly for three aspects: its capacity to unleash creativity by integrating different ideas, backgrounds and points of view in order to create an impact; the digital layer of the project was an important part of the choice considering the target group of the project: workers and leaders of Public Digital Spaces who are used and eager to use digital tools; this target group is working in 90 different cities in Belgium so the amount of “distance work” was clearly important for the project.

At the end of the project the participants decided to create info sheets to better inform the public, the local stakeholders, the political parties and the government on the important work done by the DPS. The info sheets have been published and the DPS central office received already good reactions from various politicians.



Workshop of the Belearning international conference
**Training institutions: the VET Sector and
the technology changes**

18th and 19th of June, Barcelona



Workshop of the Belearning international conference
Urban Planning: Skills and legitimacy

18th and 19th of June, Barcelona





Two workshop took place using the BeLearning methodology to work on specific problems related to the four experiences

8.2 BeLearning final conference: workshops

During the BeLearning conference in Barcelona the 18th and 19th of June 2014, two workshop took place using the BeLearning methodology to work on specific problems related to the four experiences explained above. The following pages explain the progress and the results of this two workshops.

:: Workshop ::



“Skills and Legitimacy”

Trànsit Projectes - CityMine(d)

One of the workshops that took place during the conference was about urban planning. The starting point were two of the BeLearning learning processes of the project (Transit and CityMine(d)), which were both about that same issue. It also worked as a starting point the article Skills and Legitimacy written by @jimvotes. He was at the workshop as a representative of City-Mine(d), as long as @sarok came as a representative of Transit. The coordinator of the workshop was the architect Paco González.

At first, Paco introduced the participants into the concept of urban planning and the basic ideas the workshop was based on: skills and legitimacy. Who has the right to participate in a urban process – which skills and recognition one has got to have. For instance, it was pointed out that after London won the Olympic games organisation, the people of CityMine(d) realized that many people in the city couldn't participate on the urban changes the city was going to experiment. It was a conceptual and general start of a workshop meant to be a line of discussions and mutual discoveries from a general and abstract view to some concrete ideas and examples.

After the conceptual introduction, there was a more practical presentation of the activity. The trainees, who came from different professional areas, could intervene freely at any moment, in a debate-like session with a strong participatory intentionality. And even though the mentor was an expert in the area of urbanism, the workshop was not meant to be about technical concepts, but about a general discussion on how to get

people involved in a urban project... even children! So, with that in mind, the participants introduced themselves one by one, talking about their “curriculum vitae” and their “anti-curriculum” experiences, i.e. their hobbies, personal interests and extra-job activities, which were considered important for the workshop since they were going to create personal profiles.

Once the introduction was done, the participants started to create altogether profiles of people who could get involved in a urban planning project. What has one to be legitimated for? How can the community recognise that? How can one participate according to his/her abilities? How all that affects a project based on co-creation? Is there a political point of view that bases the project and the working dynamic of the participants? These and more questions were discussed in a debate between the participants of the workshop while they wrote down questions about these issues and the profiles that were being created.

The result of that was a mural co-created with the questions of

the participants, displayed in a schematic way, with specific questions “coming out” of more general ones. This mural is what led them to the second day of the workshop. That day began with another discussion started by Paco: once we have recognised a few profiles through the questions, how could those people stay in a project? Which could be the motivations and the shape of and hypothetic project so they could fit in? From this, a second mural was made, more descriptive and filled with statements than the first one. Before it was discussed, the mentor showed the participants an excerpt of a documentary that explained the case of a quarter of a European city, in which the people fought against a urban planning project in which they weren’t involved and most of them didn’t agree on. So the workshop reached its most specific level.

Finally, there were a few conclusions that were presented to all the guests of the BeLearning final conference in an altogether final session. How is a person legitimated to contribute into a co-creation project? There is an important need of knowledge and mutual compre-

hension, but also they realised that a strategic plan can't avoid political points of view. That was something that came up unexpectedly during the session, which made it clear that anything that could happen in an actual co-working project between the participants, it will also in a learning process. So the importance of the workshop as a learning process was not only the result of the discussions and the conceptual approaches, not even the introduction of real examples, but also and specially, those human dynamics that happen when people work together.

:: Workshop ::



“The sector of Vocational and Educational training (VET) and the technological changes”

Greta du Velay - Cesepe

The other workshop that took place during the conference was about the VET sector. The starting point were the two others BeLearning processes of the project done by the two partners who are also training institutions: Greta du Velay and Cesepe.

This workshop was coordinated by Pierre L. Carrolaggi from the Greta and Nathalie Damman from the Cesepe. The coordinator of the workshop was the Digital innovation Consultant Pierre Lelong from Technofutur TIC.

The coordinators introduced the problematic of the workshop explaining that, while training organisations face new challenges and constrain, they must innovate between hypes, commercial pressures and various influences. In that context, it is difficult for teachers, trainers and educators to find their way. So, they face many questions: How can they use ICT's and web 2.0 whatever the tool used? How can they implement learning environments to get key competences? How to integrate those changes into the current activities of teachers and institutions?

With the BeLearning approach, and according to the previous practical experience of both institutions, the workshop wanted to explore the new ways of training, learning and evaluation to get key competences. Therefore, the coordinators proposed to explore the new ways of



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training, learning and evaluation to get key competences through the analysis of specific cases from the participants. To do so, they divided the group in sub-groups sharing on different situations. In practice, four of the participants sat at four different tables to expose their precise case and the other participants came by small groups to exchange their knowledge and experiences to help solve their issue or questions.

Once the specific analysis of each of the four cases was done, the participants gathered to see if general advices could be extracted from the “individual” analysis. To do so, each participant chose one or two things about one of the four cases and wrote it on a post-it. Then they explained it to the group in a debate moderated by the coordinators.

This discussion led the participants to notice that four advices could be formulated for all the situation.

- Keep it easy to use
- Do not multiply the tools
- Make participants based learning project
- Do not forget to engage and help teachers or trainers

Those four advices can be used as a guide for every trainers or teachers who desire to, or have to implement more technology in his learning activities.

In addition to those four advices all the participants agreed that personal learning networks are important for learners but also critical for teachers in order to keep updated with new methodologies, possibilities and digital tools.

Finally those conclusions and the explanation about the process who led the participants to formulate them was summarized by Pierre Lelong in the plenary session for the benefit of the entire conference.

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